



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
2009**

**Grade 4  
Reading**

# Reading

❶ In the word unusual, the beginning *un-* means

- ☐ A. with.
- ☐ B. over.
- ☐ C. not.
- ☐ D. down.

❷ The word clothes belongs in which sentence?

- ☐ A. My old \_\_\_\_\_ no longer fit me.
- ☐ B. Please \_\_\_\_\_ the door on your way out.
- ☐ C. The lights will come on at the \_\_\_\_\_ of the show.
- ☐ D. She had to \_\_\_\_\_ the store because of the storm.

*Read this story about two frogs from Japan who meet up one day. Then answer the questions that follow.*

## **The Frog from Osaka and the Frog from Kyoto** *a folktale from Japan*

A frog who lived in Osaka once decided to travel to Kyoto.  
He had heard that Kyoto was a marvelous city,  
and he was eager to see it.

Meanwhile, a frog from Kyoto decided to travel to Osaka.  
He had heard that Osaka was a fantastic city.  
He was eager to visit there.

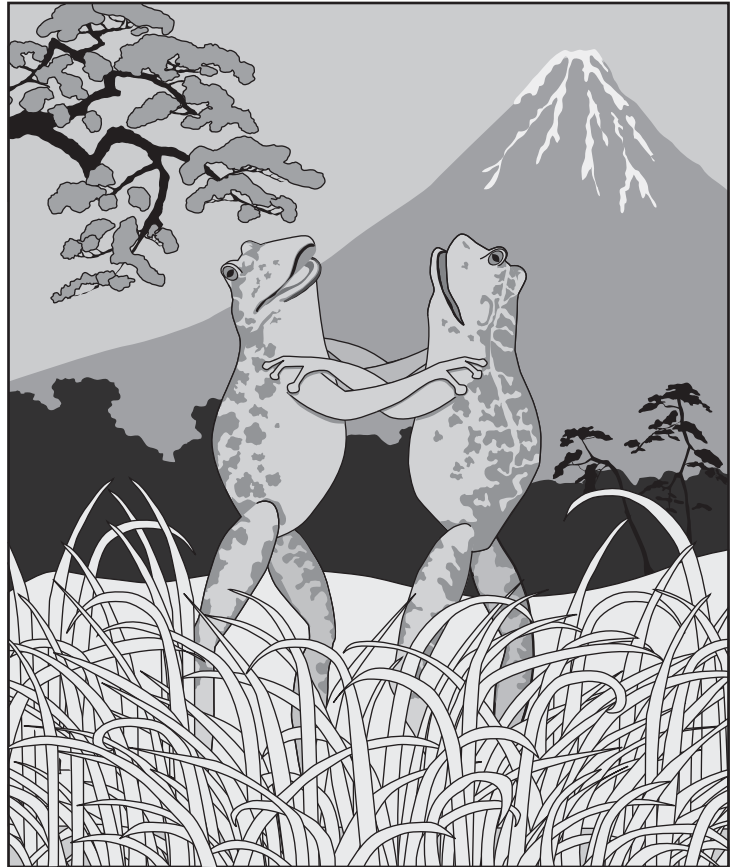
It took these tiny frogs a long time to climb the mountain road.  
For days each kept up their struggle,  
higher and higher on the mountain road they climbed.

It happened that the two frogs met right at the top of the mountain.  
How amazed they were to see each other!

“I am going to Kyoto!” said the  
frog from Osaka.  
“I’ve heard it is marvelous!”

“I am going to Osaka!”  
responded the Kyoto frog.  
“I’ve heard the same thing  
about Osaka!”

“It’s too bad we aren’t taller,”  
said the Osaka frog.  
“If we were just a bit taller  
we could look ahead at our  
destinations.  
This has been such a hard  
journey.  
I hope it is worth it.”



“But I have an idea!” said the Kyoto frog.

“Why don’t we hold onto each other and stand up on our hind legs?  
Then we could each see the city that lies ahead.”

“What a great idea!”

The two frogs grasped each other around the shoulders.  
Each stood wobbling as tall as possible on its hind legs  
facing toward the city it hoped to visit.

“What!” exclaimed the Kyoto frog.

“Osaka looks just like Kyoto!”

“Imagine!” said the Osaka frog.

“Kyoto looks exactly like Osaka!”

“It’s a good thing we checked this out.

We might as well save ourselves the long trip and go back home.”

So the two bid each other farewell and each started hop . . . hop . . .  
hopping back down the mountain.

They had forgotten just one thing.

The frogs’ eyes were at the back of their heads.

Thus the Kyoto frog was really staring back at the city he had just left.

And the Osaka frog was staring at his hometown.

Still each frog lived out his days happily,

content in the knowledge that the other city was just like his own!

3 In the beginning of the story, each frog wants to

- ☐ A. stay in his hometown.
- ☐ B. visit the other frog.
- ☐ C. travel to another city.
- ☐ D. climb a tall mountain.

4 Where does this story **mostly** take place?

- ☐ A. in the Japanese city of Osaka
- ☐ B. on a mountain in Japan
- ☐ C. in the Japanese city of Kyoto
- ☐ D. in a forest in Japan

5 Which word has the same **vowel sound** as frog?

- ☐ A. hot
- ☐ B. fold
- ☐ C. bring
- ☐ D. grain

6 Which word has a suffix (ending) that means more?

- ☐ A. amazed
- ☐ B. exactly
- ☐ C. higher
- ☐ D. hopping

7 a. What problems do the frogs have in the story?

---

---

---

---

---

---

b. How do the frogs try to solve their problems? Use details from the story.

---

---

---

---

---

---

Read this passage about money. Then answer the questions that follow.

## Round and Round the Money Goes

by Melvin and Gilda Berger

Long ago there was no money. People grew or made everything they needed.

Then things started to change. People did only one kind of work.

Farmers farmed.

Hunters hunted.

Weavers made cloth.

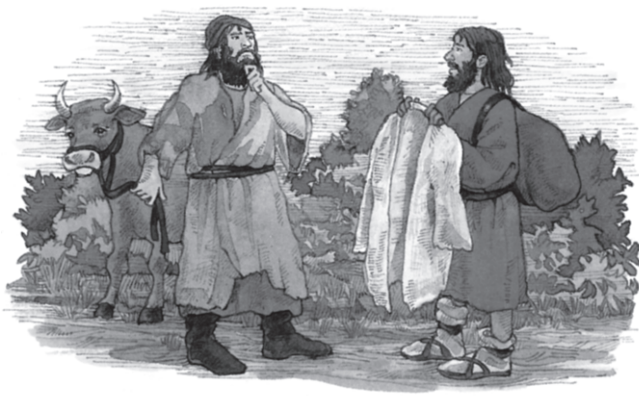
Woodcutters chopped wood.

Now people needed other things. So they traded

—potatoes for cloth

—fish for meat

—or firewood for animal skins.



But trading wasn't always easy. Suppose a farmer wanted a new coat. And a weaver wanted a cow. "A cow for a coat?" said the farmer. "That's not a good trade. A cow is worth more than a coat."

Then some people had an idea. They said, "Let's trade with shells!"

"We all like shells.

"And shells have value.

"They are hard to find."

People began to collect shells. They paid for the things they wanted with shells.

Anything people can trade for goods is called money. Shells were one of the first forms of money.



Now the farmer could buy the coat with his shell money. He could give the weaver three shells for the coat. And the weaver could buy the cow with his shell money. He could give the farmer ten shells for the cow.

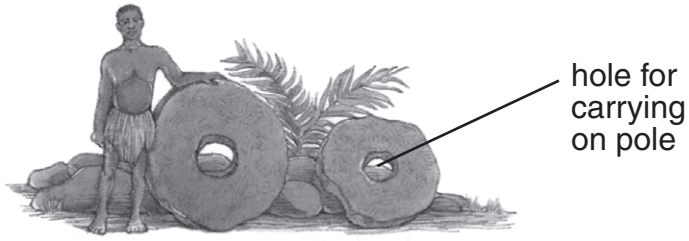
The ancient Chinese used shells for money. But other people used other things.

Native Americans used beads made into wampum belts.



Africans used lumps of salt.  
Mexicans used beans.

On the island of Yap, people used huge stone rings.



On the Santa Cruz islands, they used red feathers.

Many also began to use metal as money. The metal had many shapes and forms. Metal money was shaped like

- an axe
- a hoe
- or even a knife.

Metal money was good for a few reasons. It did not wear out. It could be made in any size. The bigger it was, the more it was worth.

Everyone wanted gold and silver. Those metals were most rare. So they had the most value.



8 Based on the passage, a weaver is a person who

- ☐ A. makes cloth.
- ☐ B. raises cows.
- ☐ C. trades fish.
- ☐ D. grows potatoes.

9 Based on the passage, which of these was **not** used as money?

- ☐ A. salt
- ☐ B. belts
- ☐ C. beans
- ☐ D. firewood

10 Which word has the same **vowel sound** as coat?

- ☐ A. cow
- ☐ B. loft
- ☐ C. phone
- ☐ D. tune

11 What is the **main idea** of this passage?

- ☐ A. People earn money for the work they do.
- ☐ B. Money is light and easy to carry.
- ☐ C. People once used stones and feathers as money.
- ☐ D. Money has changed over time.

**12** Explain how and why people started using money. Use details from the passage.

[illegible]

# Acknowledgments

The New Hampshire, Vermont, Rhode Island, and Maine Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2009.

“The Frog from Osaka and the Frog from Kyoto” (pp. 2–3) as retold by Margaret Read MacDonald, from *Three-Minute Tales*. Copyright © 2004 by Margaret Read MacDonald. Published by August House Publishers, Inc. and reprinted by permission of Marian Reiner on their behalf.

Excerpt from *Round and Round the Money Goes* (pp. 6–7) by Melvin and Gilda Berger, illustrated by Jane McCreary. Text copyright © 1993 by Melvin and Gilda Berger. Illustrations copyright © 1993 by Jane McCreary. Used by permission of Ideals Publications.